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ABSTRACT

This report by the UNESCO Institute for Education compares approaches to providing nonformal education to out-of-school children in Bangladesh, Burundi, Colombia, India, Pakistan, and Sri Lanka. The report analyzes some of the educational and demographic characteristics of the six countries, and the countries' policies concerning universal primary education and nonformal education. A profile for each of the six programs includes descriptions of the program's target population and its origin and evolution. For each of the six programs, the report also discusses: (1) structure and organization, including the contribution of nongovernmental organizations; (2) the development of curricula, which are generally based on formal education curricula; (3) special characteristics and innovative methods of the teaching-learning process for nonformal education; (4) learning materials, which include textbooks; (5) various types and varied amounts of training required for nonformal teachers; (6) strategies used for evaluating the programs and the students participating in the programs; and (7) financial support of the programs by governments, the church, and international agencies; and community support and participation. Program innovations and outcomes, including increased literacy and student achievement, are reviewed. Problems related to nonformal education, such as scarcity of resources, are discussed. (BC)

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ALTERNATIVE AND NONFORMAL APPROACHES TO PROVIDE PRIMARY LEVEL EDUCATION FOR OUT-OF-SCHOOL CHILDREN

A Synthesis of Case Studies

Prepared by
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1. THE PROBLEM AND ITS CONTEXT

Education is regarded a means to contribute to the fulfilment of aspirations related to attaining a better life by the individuals as well as their communities. Education is also viewed as a means for emancipation from ignorance, poverty and exploitation, (even from colonialism and other socio-political disadvantages) enablig people to actively participate in the mainstream of life and, thus, contribute to community and national development. Since the right to education has been recognized as a basic human right, many countries have taken measures to implement policies for the democratization of educational opportunities, especially at the initial or primary level.

Primary education is not only regarded as an essential component for the upbringing of all citizens but also as the foundation of a process of lifelong education.The universalization of primary or elementary education (UPE) shall guarantee to every human being the acquisition of a basic level of education, which is only part of the lifelong le continuum.

A large number of developing countries is now determined to achieve the universalization of primary level education before the end of the century. This decision has been supported by Unesco and actions towards this end have been promoted under UNESCO's Major Programme II Education for All. Attempts are being made on a global scale to promote general access to education, eradicate illliteracy and provide a satisfactory educational level of acceptable quality to all people.

In spite of enormous efforts made by these countries, which have been concentrated on the expansion and strengthening of the formal school system and have lead to increasing the enrollment rates, many developing countries have not succeeded in retaining these children until they acquire an adequate level of education enabling them to fully participate in the social, political, economic and cultural development of their nations. Available data state that there are all over the world almost 200 million children in the age range 6 to 14 who do not attend schools. Many of them were enrolled in the formal system but dropped

out prematurely and did not even attain the minimum educational level needed to become productive citizens. They will increase the number of young and adult illiterates for whom special literacy and post-literacy programmes are continuously being organized as remedial measures to overcome the problems of illiteracy which is generally associated to unsatisfied needs of health, housing and work characteristic of situations of critical poverty.

The poverty condition in which the children of deprived families survive, and which are related to structural factors in developing societies, is a feature they have in common. Their present situation reveals the need for special measures to offer them a second chance to have access to education. Education, in turn, is deemed as a means contributing to combat poverty.

Among the special measures being proposed for attaining UPE is the exploration of the potential of nonformal or non-conventioanl modalities for providing primary level education.

Even though nonformal education has been recognized as an acceptable second channel for the universalization of primary education, preliminary studies carried out in this area have suggested that not many countries have introduced nonformal approaches at a large scale to attain UPE, and some have tried out nonformal programmes which didn't prove succesful under the circumnstances these were implemented, yet it has also been found that there are other fruitful experiences whose careful analysis may contribute to identify those intervening factors that make the nonformal approaches appropriate avenues that shall help in achieving the goals set by developing countries for the universalization of primary education among their people.

The study undertaken by UIE was centred in finding out relevant features of alternative approaches to provide nonformal education opportunities to out-of-school children in developing countries. The synthesis and comparative analysis presented here comprises six case studies that were carried out by national specialists working in this area in their respective countries: Bangladesh, Burundi, Colombia, India, Pakistan and Sri Lanka.

2. THE COUNTRIES AND THEIR NATIONAL POLICIES ON UPE AND NONFORMAL EDUCATION

The existence in developing countries of a large number of children in the 6 - 14 age group who do not attend school poses a problem that shows considerable differences in magnitude and other features between countries. There are countries such as Colombia, in South America, and Sri Lanka, in Asia, in which only 10% of school age children are non-school goers. While the problem there is not of a large scale -although there is no less urgency in solving it- there are other countries like Bangladesh, Burundi and Pakistan in which the percentage of non enrollment is so high that it demands a mass scale solution. These differences cannot be understood without reference to particular social, historical, economical, cultural and political situations.

Both types of countries are represented in the UIE exploratory study, which also includes the case of India, where the enrollment rate is more than 90%, but does not fit into the low scale category because of the magnitude of the problem in terms of absolute numbers: there are 45 million children out of the formal school system.

The majority of the population in these countries lives in rural areas (except in Colombia), as shown in Table 1. All of them face the problems of development which are characteristic of agrarian societies with masses of rural poor. The accelerated urbanization process that has taken place in Colombia makes of this country an exception in the group, but there the phenomenon of large migration to the cities contributes to increase the extreme poverty conditions of the overpopulated urban slums. These countries are facing a common situation: about 40% of their population is classified as living below the poverty line.

TABLE 1

Total population and its Urban-Rural Distribution

Countries:	Total population in millions	% Rural	% Urban
Bangladesh	102.5		
Burundi	5.3	85	15
Colombia	30.0	30	70
India	781.4	76.3	23.7
Pakistan	100.0	70	30
Sri Lanka	16.5	78.5	21.5

Another common feature these countries share is the high rates of school drop-outs, who do not achieve an acceptable level of literacy skills before leaving the formal education system. This fact is related to the incapacity of the school system for retaining the children in spite of the efforts made by governments to expand the educational services at the primary level. The main cause of early school drop-out is reported to be the situation of poverty and deprivation these children are living in, which obliges them to leave school in order to help their parents in day to day tasks or engage in various income generating activites. Besides, the lack of food and proper clothing or the fact that they live in distant areas where schools are not available have been indicated as related to the problems of drop-out and non-enrollment. Gender discrimination towards girls is another reason for school non-attendance in some countries (Bangladesh, Pakistan, India). In addition, the irrelevancy of the school curriculum, which is not related to the daily life of rural children, the high rates of repetition in the first three grades of elementary school, its repressive norms, and the requirements the formal schools impose, which poor families are not able to fulfil, are reasons that exclude large numbers of children from the formal system of education in the countries participating in the study.

This reality contrasts with legal dispositions existing in all countries regarding the universalization of primary education. Either the national constitutions enjoy upon the State the responsibility to ensure free and compulsory education at the primary level or national or sate laws express the governments purpose of eradicating illiteracy and increasing the rate of student participation in the formal system. Unfortunately, these laws are not enacted and the previously mentioned problems of non-enrollment, non-attendance and drop-out have become persistent.

On the other hand, national policies declare the commitment of the governments to undertake the necessary efforts leading towards the universalization of primary education through various measures: opening new schools, working in two sessions with two different groups of children daily, the adoption of the mother tongue as the medium of instruction, collective promotion of students, new methods for multigrade classes with a single teacher and trying out various non-formal alternatives for providing primary level education.

Nonformal education is now worldwide recognized as a suitable channel for attaining an acceptable level of basic education. An example of the legal status given to nonformal education is taken from the 22nd Article of Law 13 of july 1989 promulgated in Burundi, which states: "Nonformal education comprises all educational activities geared to out-of school youngsters and adults and those who prematurely dropped out from the basic education system". While this definition is related to the target population characterized by its exclusion from the formal system, Decree 088/76 of Colombia defines nonformal education in contrast with formal schooling as that which is not imparted in a regular sequence, does not award titles and may be complementary of formal education.

Five Years Plans of Education in India have included, since 1975, schemes of part-time nonformal primary education by giving special assistance to those states identified as containing the larger groups of out-of-school children. This measure emphasizes nonformal alternatives for rural girls. The VI Five Year Plan gave a clear guideline when it stated that every child in the age-group 6 - 14 should continue to learn on

a full time basis if possible, and on a part time basis if necessary.

In 1977, the Ministry of Education of Sri Lanka set up a nonformal Education Section with the aim of catering to educational needs of groups outside the formal system. It identified the out-of-school children as a target group in which attention should be focussed. Based on the national intention of increasing student participation, the educational policy in Sri Lanka states that alternative strategies should be adopted for those groups who do not complete the compulsory education cycle (5 - 14 age group). While retaining the aims of formal primary education, nonformal education is expected to have special features, since it could often be a terminal basic education for many and should keep with the needs of the majority to whom employment is a primary objective.

In Burundi the government supports nonformal education programmes under the department of Parallell Education of the General Directorate of Basic Education. There is an Interministries Commission for Nonformal Basic Education which has proposed the creation of a National Bureau of Nonformal Education responsible for coordinating nonformal education activities geared to young people and adults. The educational policy of the Ministry of Education has established as objectives of nonformal education to increase the functional literacy rate, provide training for work and solve the problem of unemployment, and increase the participation of young people in community development.

3. GENESIS AND EVOLUTION OF THE PROGRAMMES SELECTED

From the various alternatives being implemented in the six countries participating in the present UIE study, one was selected from each country to be analysed in the respective case study. Most countries selected governmental programmes geared to children of the 6 - 14 age group living in rural areas who never attended or dropped out prematurely from the formal school system. Burundi described religious private centres which offer basic level education. Bangladesh reported the action of a non governmental organization implemented as a nonformal supplementary UPE programme, while the case study from Colombia presented the experience of a special programme geared to the rehabilitation of street children in the capital city of the country.

BURUNDI: The Yagamukama Centres of Nonformal Education.

Target population: Out of School children and youngsters ages 9 to 18 who enroll voluntarily in the centres with the intention of receiveng catholic catechesis.

Origin and evolution of the programme: For many years there have existed in Burundi catechesis centres founded by christian missions which have provided elementary education as a system parallel to formal education. The Yagamukama Centres have been promoted by the catholic church for providing primary level education along with aesthetics. Since 1960 the instruction they imparted has been organized as a basic education programme. Ever since many innovations have been introduced according to the circumstances of the moment. This programme is considered to be the most effective system of nonformal education in the country, offering opportunities to a large portion of the population to become literate and learn an income generating occupation.

Future perspectives tend to implement appropriate workshops and to organize training programmes that shall insure a certain continuity with Rural Development Centres in order to link the place of training with the life environment.

Present trends indicate that as primary education is extended, these centres shall expand their service to youngsters who had no access to secondary education.

COLOMBIA: The Nonformal Education Programme Bosconia - La Florida.

Target population: It is constituted by street children who are called "gamines" and live in the big cities of the country. They are mainly boys that stay on the streets the whole day wandering about, stealing or begging for money and even sleep out of doors in small groups. They have left their homes and schools and maintain no links with their parents, who were not able to satisfy their basic needs of protection and affection. These boys are a product of the deterioration of the family life in those sectors characterized by critical poverty, deprivation and of other socio-economic factors. Freedom and autonomy are highly valued among them, who enter voluntarily to the programme after a period of motivation animated by specially trained educators.

Origin and evolution of the programme: The programme started 20 years ago in Bogotá as an alternative educational response to rehabilitation programmes for pre-delinquent youngsters. It is intended to help the street children to overcome the situation of abandonment they are living through a distinct educational model intimately linked to productive work. Its aims are the integral promotion of the street children and their critical insertion in society.

Since its start in 1970 the Programme has evolved on the basis of continuous reflection-in-action, expanding the educational oppotunity offered to secondary and medium vocational education which includes labour training and the creation of a different prospect of life in rural areas of the country. Self-financing of the labour training stage through the Juvenile Industry is expected to be attained soon.

BANGLADESH: Nonformal and Alternative Approach to Primary Level Education operated by Swanirvar (Self-Reliant) Bangladesh.

Target population: Out-of-school over-aged (6+) children belonging to extremely poor families who have to help in supplementing their families income and, hence, are not in a position to take advantage of formal primary education.

Origin and evolution of the programme: In 1984 the government of Bangladesh accepted the recommendation of the World Bank to enlist the cooperation of non governmental organizations to achieve the universalization of primary education by means of organizing programmes geared to children of deprived families.

In its Fourth Year Plan the government entrusted selected NGOs with the operation of nonformal primary education programmes. Swanirvar Bangladesh, the oldest NGO in the country, previously involved in literacy activities, accepted to participate in the UPE efforts offering a nonformal education alternative aiming at providing primary education from grade I through V to children of poor and deprived families. These children are given the opportunity to attend classes while pursuing various income generating activities.

The programme was launched in six centres located in two towns of the Tangail District. After a five year cycle it has covered 1,529 children (64% males and 36% females). Since it has demonstrated great possibilities for replication all over the country, Swanirvar Bangladesh hopes to open 1,380 new nonformal UPE centres to cater to 250 children each.

SRI LANKA: Nonformal arrangements for alternative primary education: Literacy classes and Learning Activity Centres.

Target population: Non-schoolers on the age range 5 - 15 and early drop-outs from primary level education who have to help their parents in day to day tasks (a fact that impedes them to attend school), and those who live in distant areas away from towns or cities where no primary school is available.

Origin and evolution of the programme: It was launched after the decision taken in the 1981 National Workshop on nonformal education referred to commencing a nonformal education pilot study geared to target groups of out-of-school children. Twelve pilot centres were opened in locations identified by Adult Education Officers, where non-schooling and early drop-out were significantly noticeable. Establishing a centre involved the identification of the learners, contacting their parents and commencing opperations. In 1989, 350 Literacy Centres and 75 Learning Activity Centres had been established. Future models like the open school and community school concepts are being envisaged as further developments of nonformal education programmes for the urban areas. Special programmes are being developed for groups with special needs for basic education (those in detention and prison, children or adults subject to drug addiction, street children).

PAKISTAN: Nai Roshni Schools.

Target Population: Children in the age range 10 - 14 who cannot attend schools because they have to assist their parents in earning their livelihood.

Origin and evolution of the programme: It started in 1985 as a project under the government programme for the uplifting of poor masses of the country, which intended to increase the literacy rate to 50% by the year 1990. About 15,000 schools were opened throughout the country to provide to school drop-outs and those not getting admission in formal primary schools a second chance to benefit from an educational opportunity . It also intended to offer liberal opportunities for jobs to educated unemployed, increasing their participation in national building activities. After the evaluation of the programme in 1988, it is being revised in the light of the experience gained. Some future prospects relate to the training of teachers through distance education techinques, promotion of effective participation of females by engaging 30% of teachers drawn amongst educated women, the introduction of vocational training and provision of labour training facilities.

INDIA: Action-Research Project in Part-Time Nonformal Primary Education.

Target population: Non enrrolled working children of rural areas who being over age (9 - 14 years old) had no chance of being admitted to grade I of the local primary schools, and illiterate drop-outs from the formal system, pertaining to deprived families.

Origin and evolution of the programme: The project was conceived by the Indian Institute of Education, Pune, as a response to the need "to build up with an open mind, a systematic programme of nonformal education and test its efficacy". It was planned to cover a five year period and it intended to foster UPE, improve the quality of primary schools and relate education to the life and needs of the children and to rural development, produce improved educational material and devise techniques to produce materials for the effective training of teachers. It started in 1979 with three pilot classes and planned to conduct one hundred classes per year in twenty to twenty two contiguous villages and inhabitations, covering three batches of pupils. Two years after the launching of the project a national seminar on nonformal education was called in order to place the tentative findings of the project before educationists, planners and administrators. Interesting matters were discussed, but it became obvious the lack of investigation at the field level on the problems of the primary education of working children and rural girls even among supporters of UPE. When the project arrived at its termination good results were evident. The Institute set up, then, a training centre for functionaries of voluntary agencies. It is now conducting primary education in 137 villages under the new project PROPEL, and, along with nonformal education classes it is conducting adult literacy activities, child recreation centres and women's empowerment groups.

4. STRUCTURES AND ORGANIZATION

To complement the efforts undertaken to expand and improve the formal education system alternative structures set up to cater to the educational needs of out-of-school children are requiered in all countries where formal systems of education are not capable of meeting the target of UPE.

Most of these countries have organized nonformal education structures which take into consideration the special needs of the poor and deprived sectors unreached by formal systems. Because of its qualities of flexibility and adaptability, nonformal education programmes are best suited to produce quick results, more economically, through innovative alternatives which incorporate flexible organizational arrangements and new teaching-learning methods.

Pakistan established in 1985 a network of Nai Roshni Schools (NRS) which tried to apply nonformal education principles. These 15,000 schools functioned in regular school buildings and other government or privately owned buildings provided free or on a nominal rent. They offered the complete primary education cycle (up to V class standard) in two years time. Three hours span classes were given in the afternoon or the evenings to suit the convenience of these children (10 to 14 years old) who worked during daytime. These schools were required to function throughout the year without any long break in order to match the formal primary school curriculum in a shorter time. After completion of two years of study in NRS the students could join class VI of the formal system. They were also elegible for taking formal primary level examinations under Provincial Education Departments. They could also avail the facilities of Allama Iqbal Open University which offers a range of vocational courses through its distance education system.

The Nonformal Alternate Primary Education Programme of Sri Lanka, organized and conducted by the Ministry of Education, is composed of two arrangements:

- Literacy Centres, meant for children who had no previous access to education or dropped-out from school. These are conducted in State schools after school hours on three days a week for three hours each day. They are occasionally run in temples or community centres.

- Learning Activity Centres which provide alternative primary level education to children who do not have a school available in their locality. Suitable places such as temples, comunity centres or a portion of the house of a family are used as classrooms.

The programme in both Literacy Centres and Learning Activity Centres is a two stage programme going on for two academic years. Literacy Centres offer an optional third year to those who whish to continue their learning process. Many linkages exist with the formal programmes of education with the intention of pushing back early drop-outs to regular schools when this will not imply a disservice for the child. Close contacts are established with voluntary, nongovernmental and other governmental agencies as well as with the Integrated Rural Development Project which counts with SIDA assistance and the Kotagala Educational Project having assistance from West Germany.

The Action-Research Project in Non Formal Education launched in Pune District in Maharashtra State, India, was organized as part-time nonformal primary classes with great community support. Classes were conducted in the evenings for two hours in about 300 days a year; holidays and vacations were determined by each class according to situational needs. Classes were ungraded and each enrolled twenty pupils. The village determined the number of classes required according to the number of children. Among these, priority was given to children of the age range 9 - 13 who had not enrolled at school or were illiterate drop-outs. Lateral entry into the formal school could be arranged at level III or above after a test in language and mathematics, given by the headmaster of the school in the second year of the nonformal education course. To provide continuing education opportunities Reading and Listening Centres where cultural activities also took place were organized with success and these have inspired a similar structure called People's

House of Learning which shall provide continuing education for nonformal education graduates and adult literates.

Community participation was achieved not only in organizing the classes and providing rent-free accomodation in school rooms, private houses, temples, village council offices, cow sheds and other structures, but gradually in taking over the supervision of the programmes and the evaluation of the students and teachers performance. Community meetings provided opportunities to discuss the roles of community leaders, parents, pupils and the local project staff including volunteer teachers selected from community members who were paid a small remuneration. This made the programme to be considered as a community enterprise.

Nongovernmental organizations (NGOs) have also contributed in organizing nonformal education programmes for the universalization of primary education, usually in cooperation or with government support. Bangladesh reports the action of Swanirvar Bangladesh, an NGO which launched its nonformal education programme in six centres with the intention of providing the five primary year learning cycle in three or four years. Flexible school timing permits children to get employed in suitable jobs while studying in the centres. After completion of their studies at the Swanirvar centres the students may get enrolled in grade V of a secondary school after passing admission tests given by the school. The programme leans heavily on community support. Communities have ususally donated the land for building the bamboo houses where the the centres function. This programme is linked with other areas covered by the organization in a variety of vocational areas such as food processing, poultry and duck raising, tailoring, weaving, embroidery, fishery, livestock, bamboo and wood crafts, sewing and repairing.

The aim of catechization in Burundi has been associated to the provision of basic education opportunities. The Yagamukama centres run by the Catholic church offer the opportunity not only to become literate but also to complete a primary level education. Each centre has its own organization varying greatly from one to another. According to the convenience of participants there are centres operating two days a week while

others function up to six days weekly, usually from 8 a.m. to 3 p.m.. They are located in buildings pertaining to the diocese. Each parish organizes courses independently and adapts programmes to each of the levels offered. No linkages have been established with the formal system.

The programme geared to street children in Bogotá, Colombia, constitutes a different type of alternative since it is intended to meet the special social situation characteristic of a group of children who is not likely to be served by the formal school system. During the time these children stay in the programme they have little contact with the larger society. Instead, they develop in specially created environments: the house, the school and the workshops where learning takes place during the whole day. The programme, as a totality, is organized in five stages (Initial contact, Motivation, Personalization, Socialization and Production) in a sequence that takes the child from the street to the self-government experience of La Florida and the work experience in the Juvenile Industry. Primary level education is offered since the boy decides to enter the programme. He can complete the five years of elementary education in a shorter time according to his learning pace, attending classes five days a week in the morning. These boys receive vocational training from 2 to 4:30 in the afternoon. When they enter the programme, are immediately placed in the appropriate grades according to placement tests. Opportunities for further learning are provided inside the programme, which has organized secondary and medium vocational education equivalent to the formal system and labour training. Institutional cooperation is sought for instead of community participation. But active participation of the children is stimulated in the community they constitute in the programme. A boy can enter and leave the programme at any time of the year, and if he applies for admission again he must follow all the stages from the beginning, but he would be placed in the school grade he had left.

The above examples show common features of nonformal education in a variety of particular experiences: flexibility in the time frame; adaptability to the target groups' convenience (in time, place and duration of

the education cycle) and linkage with the formal school system for admission at the primary level or for further learning or at least matching the learning outcomes. A certain concern for linking the programme to the opportunities to get a job or prepare the child for the world of work is only present in those cases run at small scale or by NGOs. (Colombia, Burundi, Bangladesh). It may be hypothesized that among those governmental programmes included in the UIE study that were intended to be implemented at a large scale, even if they apply principles of nonformal education and relate their contents to the daily life of students (as in India and Sri Lanka) the purpose of imparting literacy and numeracy skills prevailed over the immediate need of participants for occupational training, because of the difficulties implied in designing appropriate arrangements and equipping them with the necessary implements to meet this need.

5. THE CURRICULUM

Curricula developed for UPE are aimed in most cases to enable the child to cope with normal situations of everyday life and to pursue further studies, for which laying good foundations of literacy, numeracy and general education are deemed essential. This is not distant from the objectives of formal school curricula for the primary level. For this reason, perhaps, many countries have taken the prescribed formal education curriculum as the basis for developing the curriculum for nonformal alternatives contributing to UPE. Consequently, their efforts have been reduced to condense the syllabi in order to shorten the time needed to acquire the proposed knowledge, skills and attitudes, by selecting fundamental topics, as reported in case studies from Bangladesh, Burundi and Pakistan. Nevertheless, efforts were made to enrich the content with some vocational components in the Swanirvar experience of Bangladesh and to link the contents to the needs and characteristics of the rural life in the Yagamukama Centres of Burundi.

In the experience selected from Colombia, attempts have been made to adapt the contents of the official study programmes of primary education to the special target group of street children. The traditional areas of language, mathematics, natural science and social science have been kept as the curricular areas. The main emphases are, though, the development of practical skills, the change of attitudes and values and promoting critical reasoning. The vocational areas are introduced separately in the workshops although some links with academic areas have been established.

Sri Lanka and India adopted a different approach to curriculum development. Although the respective curricula were developed by specialists at a central level with little community participation, in both cases attention was paid to some basic considerations which contribute to increase the confidence of both the children and their parents.

The Indian project states that the contents should adjust to the age and circumnstances of the pupils on the one hand and the requirements of the prescribed full-time primary learning on the other. From another point of view the nonformal literacy programme is considered as terminal for most children in Sri Lanka because of their generally deprived circumnstances. With this in mind, the most relevant knowledge had to be included in terms of their learning needs for vocational training and general education. The content was decided on the basis of a needs survey and the experience of the curriculum staff. Compared to the formal curriculum the content is reduced but stressed on in specific needed areas. Basically, the core activities were similar to those of the formal school curriculum, but a wide range of subsidiary activities and content had to be deleted or included when formulating the nonformal curriculum for UPE, according to the children's context and needs. In a similar way, in India, part-time classes covered foundational units of learning similar to those of the formal school curriculum; to these were added other dimensions relevant to the pupils' level of maturity and their cultural environment as well as to the needs of the community by means of interweaving a cluster of activities that enlivened the curriculum.

Integration of content areas was also used in developing the curricula in both India and Sri Lanka. In India, science, history and geography were treated as integrated knowledge of human environment, natural phenomena and human affairs. Language and mathematics should facilitate the pupils' real life experiences. Other areas such as dramatics, rithmic songs, stories and games were viewed as essential parts of a curriculum for personal and social development which takes care of the total person. The contents were worked out in consultation with educationists and knowledgeable members of the communities concerned in order to ensure the quality of learning.

In Sri Lanka, four areas emerged from a needs survey: literacy, numeracy, vocational skills and environmental orientation. Sixty themes were identified, each enmarking four or five lessons, which covered the four areas and were horizontally integrated. Horizontal integration was usually effected through a skill task which highlighted the theme, for instance, making a kite or a broom. The vocational component was

always present, since most pupils were willing to engage on an income generating task quickly after completing the nonformal programme. In the process of curriculum development there was much feedback from the teachers experience and further surveys which allowed to formulate again the content critical mass. In the future, it is expected more flexibility from the teachers in the use of a core curriculum and optional sections, to be used at their discretion.

Except in the cases of India and Sri Lanka, the adaptation of the existing formal curricula to be implemented through alternative approaches applying nonformal methods seemed to be an obvious way of matching the objectives of the formal education system. The question arises on what type of adaptation is achieved. Does it really meet the needs, interests and aspirations of the target population?. As reported in the study from Pakistan, selecting at random a number of themes from the formal school textbooks with the purpose of shortening the time needed to complete the cycle was not adequate. The selection of themes related to the characteristics and requirements of overaged, poor and deprived out-of-school children, in other words, the contextualization of the curriculum in order to guarantee its relevance to meet the daily life needs of the children concerned, including vocational training within their geographic, socio-economic and cultural milieu seems to be necessary for upgrading the quality of the outcome these programmes are supposed to attain.

6. THE TEACHING-LEARNING PROCESS

Special characteristics of the learning groups involved in nonformal education programmes for UPE must be taken into account when selecting teaching-learning methods in order to ensure their appropriateness for attaining the development objectives generally stated in the curriculum. Learners in nonformal classes are usually heterogeneous with respect to age and educational background. What they usually have in common is the educational deprivation they have suffered and the feeling of oppresion by poverty and, sometimes, tradition. Under these circumnstances, these overaged (with respect to formal school standards) usually working children need a motivational climate appropriate for increasing their self-esteem and overcoming inferiority feelings associated to ignorance.

Besides the arrangements discussed in a previous chapter, devised to suit these children's convenience, in terms of flexibility of the schedules, the use of community facilities, the adaptation of contents to their basic educational needs, the shortening of the duration of courses, the use of the mother tongue, etc., innovative pedagogical methods and techniques in combination with human relations strategies have been tried out in order to create an appropriate class climate as reported in the case studies from India and Colombia. Bangladesh and Sri Lanka have also used individualized self-instruction in order to take care of individual differences, together with mutual learning or interlearning modalities.

The case studies from India and Colombia report the creation of an informal interpersonal relationship between the learner and the teacher by changing the traditional image of the teacher as an authoritarian and oppresive person. This has been the key factor in the Bosconia - La Florida Programme from Colombia. The educator's role there is that of a guide and facilitator of learning. A friendly relationship must be established with the children, which is founded on mutual respect. Similarly, in the Indian part-time

classes, the informal relationship with the teacher, who is called 'brother or sister' instead of Sir or Madame, contributes to build an appropriate, tension-free class climate. The atmosphere created is enriched with the face to face interaction propitiated by the circular formation of the class, in which the teacher takes a place just as any other member of the group. This arrangement, in addition, is ideal for story telling, dramatics, singing, holding discussions and performing science experiments.

As also mentioned in the studies from Sri Lanka and Bangladesh, the Indian and Colombian experiences make use of small peer group interaction where the pupils profit from an interlearning relationship. They also take turns as tutors and tutees, creating a cooperative climate where the advanced children help the others to learn what they have already mastered.

Mastery learning and personalized instruction are methods frequently used in nonformal education programmes because of their capactity for shortening the learning cycle depending on the child's own learning pace. Learning to learn (Colombia), and self-directed learning and interlearning (Sri Lanka, India, Bangladesh), have been mentioned as learning principles related to lifelong education which the different countries are incorporating as alternative methods both in formal and nonformal settings and which, appropriately used, may enhance the quality of the outcomes expected from non-conventional programmes for the universalization of primary education.

In addition, India reports the adoption of several ways of reinforcing learning through evaluation in nonformal part-time classes geared to out-of-school children: These are (i) testing of learners by peers, (ii) using graded evaluation material for self-testing of progress (also used in the Colombian programme) and (iii) demonstration of learning everyday, if possible to the family and periodically to the Village Education Comittee and the village as a whole. Reading out newspapers, stories, circulars; writing letters, messages; writing down daily accounts are various forms of demonstrating in public the learning gained, which is emotionally satisfying and helpful for increasing self-esteem in a self-development process.

The stress-free evaluation carried out during Children's Fairs was also described as a successful innovation intoduced in the Indian action research project. It consists of periodical testing of the learners' progress and is held in a gathering of several classes with an external teacher who impartially supervises the evaluation. This form of checking out the progress of the children has proved to remove the stress of examinations, since testing is carried out as part of other activities of the Children's Fair which include story-telling singing, games and sports. The children exhibit their skills and enjoy the activities, testing being a part of demonstrating in the presence of the community, what they have been capable to achieve.

7. TEACHING-LEARNING MATERIALS

The objectives and content of the curriculum are ususally presented through the text books and other printed materials which are basic aids in the teaching-learning process. Nonformal approaches to provide primary education to out-of-school children make use of the same types of material that are helpful in formal settings. However, these should be prepared for the specific learning situations devised for a particular programme in order to attain the expected outcomes. This does not preclude the use of material for consultation which are general in character and may be associated with the use of libraries as a learning strategy.

All the country experiences involved in the study, except Colombia, report the use of textbooks in the programmes selected for analysis.

While experience from Pakistan resorted to prescribed textbooks of the formal primary school in order to condense the curriculum content, in Bangladesh a practical approach to learning is emphasized requiring the use of teacher-pupil made teaching aids such as charts, models, illustrations, etc.

The Basic Education Service of CED-Caritas, in charge of preparing the curriculum for Yagamukama Centres in Burundi also prepares the didactic material, mainly booklets, needed for carrying out the programme. These are sold to the parishes who in turn distribute it to the training centres to be used by teachers and learners.

In Sri Lanka, in addition to workbooks provided for self-learning (three for each of the two years comprising the programme), twenty supplementary texts based on the themes which constitute the curriculum content were produced. These include moral messages and instructions on a useful vocational task in a storied form. The Non Formal Education /EMD Centre has produced models for developing

teaching aids out of locally available materials (and improvising them too), designed to facilitate teaching in areas of language, numeracy and environmental topics (picture cards, picture puzzles, adding machine, adding clock, etc.). Radio cassettes were provided to each centre mostly for aesthetic areas.

The Indian case study reports the use of a variety of materials including primers, charts, flannel-graph and a box of cut out wooden letters, a small blackboard, reading cards, story books, workbooks, a letter-writing guide-book and four page folders for begining, second and third levels on a variety of mattersfor reading and writing; illustrated cards, bads, stones, booklets, geometrical shapes for mathematics; four page illustrated folders, charts of health and safety for science. Carefull attention was paid to technical aspects in the production of material both related to the use of space and illustration and to the ways of presenting contents and formulating inferential questions to stimulate "thinking around" and prevent mechanical repetition. The particicipation of some members of communities was helpful mainly with regard to the rural relevance of the content, and the style of language and vocabulary to ensure comprehension by rural readers.

A different type of material is used in the Colombian programme. Following the principles of personalized learning, the curriculum is delivered mainly through the use of guide sheets for self-learning. These not only provide enough information, they guide the student to undertake practical work, to make experiments, solve exercises, invent stories, etc. The guidesheets are photocopied in the school in the number required, depending on the progress of the children. Additional exercises are made in copybooks. Textbooks and other books may be consulted in the library, which also lends books to read for pleasure. Some recommendations drawn from the evaluation of the Nai Roshai Schools in Pakistan refer to the production of textbooks. It is recommended to use an integrated approach in the production of textbooks, and to prepare separate workbooks for the learners. The textbooks should relate contents to the mental level and the requirements of the target group. A recommendation for producing teachers' guides was also included.

8. PERSONNEL AND TRAINING OF PERSONNEL

The success of an educational programme is largely dependent upon efficient performance of the teachers involved. This is particularly important in nonformal education programmes which often depend on recruiting personnel who has not had previous training nor experience as teachers. The scarcity of people trained in nonformal education approaches makes it necessary to organize training actions in order to enable the available human resources to play the role of teachers, especially when massive education programmes are to be implemented. Even the teachers trained for teaching at the primary level need special training for joining nonformal programmes geared to out-of-school children.

All the countries included in the present UIE study report experiences which involved the training or orientation of the teachers that were selected to participate in the respective programmes. Their qualifications not only differ from country to country but also within each country experience, comprising teachers of the formal system possesing teachers certificate (Colombia, Sri Lanka, Pakistan), volunteer teachers selected among members of the communities (India), young people who had only completed primary education or one or two years of secondary education (Burundi), and young people with SS or HS certificate (Bangladesh, Pakistan). Special pre-service and/or in-service training had to be organized in all cases in the form of short courses, workshops, refresher courses or orientation experiences. Although information from Burundi is not complete, it seems that the personnel recruited as teachers of the Yagamukama Centres is not adequately prepared to get involved in providing education through nonformal modalities. Pakistan poses as a serious difficulty the fact that the teachers recruited were fresh matriculates with no teaching experience or training, indicating that the training courses of five days organized for batches of fifty teachers each, at district level, by groups of two master trainers did not

prepare them well to face the nonformal teaching-learning experience geared to overaged working children from deprived sectors of the society. Even though these courses included methods of instruction for children of the age group and on the basis of background cognitive factors, handling of students and elliciting cooperation from parents and contemporary departments as well as training to improve their competence on the subject matters (language -Urdu, Pashto or Sindhi, mathematics and general knowledge - Islamiyat, science and social studies), the time devoted to this training was not enough to assimilate all the contents proposed.

In Sri Lanka and Colombia mainly teachers from the formal system have been appointed as teachers of the Literacy Centres or Learning Activity Centres and of the Bosconia - La Florida Programme, respectively. In the case of Sri Lanka the workshops that were normally held twice a year seemed to meet the training needs of the teachers.

The intensive training of twenty to thirty days duration provided in Colombia to graduate teachers of the formal system before they join the special programme geared to street children, exposes them to the strategies and form of operation of the programme in a practical way, getting involved in the different stages while they are being familiarized with the philosophy of the programme. Getting in contact with educators who have stayed for a long period in the programme and with the children themselves facilitate their decision to stay or leave if they are not sure that they can handle the situations under the principles of the programme, which are based on respect for the child's freedom and autonomy, avoiding punishment and appealing to constant positive reinforcement and encouragement of the child's progress.

Rural volunteer teachers recruited among the local community members had to be provided with special training to perform their role in the action research project on nonformal education for overaged working children carried out in India. Most of these teachers were housewives, labourers and farmers who had not gone beyond grade VII in their formal school experience and had no further opportunities to practice their literacy skills. Under these circumstances part of their training had to be re-education and it should

convince them of the advantages of nonformal pedagogical techniques over those methods they had been subjected to when they attended formal schools. Training was planned in a way that could fit the limiting circumstances of the trainees. The training was conducted in a decentralized way at the local level and organized into a period of ten days for induction training, ten three-days sessions of recurrent training in the first year and other ten three-days sessions in the second year. Recurrent training, taking place every four or six weeks, was meant to review problems, prepare lessons and devise the required teaching aids. This training, conducted as a nonformal educational experience, provided them opportunities to exchange ideas, and learn from each other while it demonstrated how to conduct a nonformal teaching-learning process. Material prepared for the training of voluntary teachers proved to be useful and was published as a handbook of training for teachers of nonformal classes.

The training offered to teachers - who only had an intermediate level of education - in the Swanirvar programme in Bangladesh incorporates an interesting feature: local resource persons such as physicians, experienced farmers, masons, carpenters as well as representatives of government agencies along with educational officers and the core trainers of the programme, are involved in the training. They are also invited to talk to the children about the areas of their specialization.

There are other educational agents involved in nonformal education alternatives geared to out-of-school children. These are the project staff, master trainers, supervisors, principals of schools where the classes take place and administrative personnel. Pakistan reports that special training was provided to each of these in the Nai Roshni School Programme with a view to help them perform their functions appropriately, but this concern was not expressed in any of the other case studies, except for supervisors and principals of schools in Sri Lanka.

9. QUALITY OF OUTCOMES

When launching massive nonformal education programmes that shall contribute to the universalization of primary education by reaching out-of-school children or when trying out innovative alternatives some kind of mechanism for ensuring feedback and the timely introduction of corrective measures is needed. All the country experiences analysed in the case studies have incorporated at least learner evaluation and some kind of supervision of the programme that allows to state the quality of the outcomes.

Burundi and Bangladesh only report their experience on learner evaluation through examinations that are organized like those traditionally applied in the formal school for cheking the learning achieved. In Swanirvar Bangladesh, periodical and annual examinations are taken by the children in academic subjects (verbal and reasoning abilities are tested) and practical subjects (testing manual dexterity). These are used for promotion of the children. In Bangladesh, passing these examinations is the requirement for issuing a certificate on their performance, but in Burundi no certificate is given to the children who complete the basic education cycle offered by the Yagamukama Centres.

Pakistan, Colombia, India, and Sri Lanka have incorporated an evaluation component built into the development of their respective nonformal education programmes.

Pakistan established in the Nai Roshni Schools a system to monitor the progress of students through periodic testing carried out by the teachers in collaboration with the supervisors. Results of this assessment were also used by supervisors to assess the performance of teachers and by teachers to improve their efficiency as teachers and adjust to the needs of their individual students. Learners achievement was evaluated at the end of the cycle taking as criterium of reference the achievement of the formal school leavers. Terminal examinations were conducted in each school by teachers from other Nai Roshni Schools

with the collaboration of education officers and other teachers of the formal schools. All the teams used written tests and oral examinations. Those who passed received certificates in recognition of their achievement.

Colombia, India and Sri Lanka, following a mastery learning approach, have succeeded in making of learner evaluation an unnoticed process, yet providing the teacher criteria for differential assessment and giving the necessary assistance to each child, according to his/her specific needs. Evaluation techniques are built into the curricula in these three countries. At the end of each theme in the Literacy Centres of Sri Lanka the children perform tasks or exercises which is a demonstration of the learning acquired. Self-evaluation has been incorporated in the Colombian and Indian experiences and evaluation by peers was mentioned in the latter. These innovative procedures contribute to enhance the quality of the outcomes related to academic achievement. If evaluation is carried out in a stress-free atmosphere, then it may be used as a medium to increase the children's self-esteem, since in the process of becoming conscious of their progress, they acquire a positive self-image which is related to self-assurance, essential, in turn, for a good performance.

It is in this sense that innovations such as the stress-free evaluation that takes place in the Children's Fairs, which was already mentioned above, contribute to attain outcomes of the desired quality in nonformal situations of learning.

Learners evaluation is usually the basis for accreditation of the acquisition of a basic level of education after the completion of the cycle or cycles in which these kinds of nonformal education programmes, contributing to achive the targets of UPE, are organized. In most countries, participants of these programmes claim to be given a certificate and they appreciate the recognition of having completed a cycle or level which is equivalent to the respective one of the formal system.

The equivalence between formal and nonformal education systems is usually admitted if the participants

of the nonformal education programmes pass examinations based on the formal education standards. Students of nonformal programmes are allowed to sit for examinations corresponding to a certain level of the formal schools. In India, for example, the law allows admission of external students to grade IV or grade VII examination provided that they are at least one year more than the age prescribed for the grade concerned. Participants of the Action Research NFE Programme have passed these examinations and have been awarded the certificate they wished to obtain. However, it must be mentioned that they had to practice in solving "examination-papers" and prepare temselves to face this kind of testing situation which is not characteristic of nonformal education systems.

The case study from Sri Lanka poses some reasonable doubts on the question of equivalence. As it has been stated, the formal system is the yardstick with which one tends to measure the merits of nonformal education programmes. However, "it might not be always relevant to speak of equivalence. The formal school system is a step by step process. Under nonformal situations, the totality of the child's needs before he or she enters the adult world (the world of work) is looked at and the various aspects of the educational needs are set out in the form of a useful package. It would therefore not be quite in order to speak of equivalence for situations in which the requirements of the two groups might basically differ".

Besides learners evaluation, all these programmes have introduced some kind of supervisory or monitoring system. In a traditional way, supervision ensures that the programme is being carried out as it was planned with the assistance supervisors provide to teachers when they face some difficulties. Each Parish in Burundi is responsible for looking after its specific programme, which may be different from the others, due to the characteristic flexibility with which Yagamukama Centres operate. Supervisors working at district, upazila and grassroots levels are responsible for monitoring the Swanirvar programme in Bangladesh.

The Bosconia - La Florida Programme in Colombia has built-in its own supervising (undertaken by the

director of the school and Technical Subdirector of the Programme) and evaluation methods to ensure the effectiveness of the strategies being utilized in the different stages of the programme. Collective self-evaluation by the members of the staff, including teachers and instructors is carried out in their weekly meetings. It takes the form of reflection on the progress made and the problems found. It is intended to introduce the frequent changes that are necessary to uplift the quality of the programme and to decide about new solutions that should be tried out in order to overcome new problems that often emerge as the programme develops.

In Sri Lanka, the Nonformal Education Sector of the Education Ministry has made use of the evaluation process undertaken as a component of the Nonformal Alternative Primary Programme for making important decisions on the curriculum, which has been redesigned and shortened to a two year programme with an optional year. Other suggestions derived from the evaluation carried out in 1986 refer to the need of a primer and of a mannual to guide the teachers.

Another evaluation strategy reported from Sri Lanka is promoting discussions in the workshops for the training of teachers on problems concerning both administrative matters and teaching-learning situations.

A regular supervisory system has also been introduced for the pogramme in Sri Lanka. It is essentially regional, but the Nonformal Education Section of the Ministry receives a monthly report from each Literacy Centre in addition to the reports of the Adult Education Officers, which provide information of the work being done in the respective area of supervision. These reports are used for monitoring the programme.

UNICEF, who sponsors the programme in Sri Lanka, has conducted an external study at the end of the first five years of implementation.

The Nai Roshni Schools Project of Pakistan was evaluated in 1988, but the case study only reports aspects related to curriculum evaluation, which was undertaken by a special committee. The contents of the

curriculum and all the textbooks were examined. Members of the evaluation committee also visited schools and interviewed teachers, students and their parents. The satisfaction with the contents and the textbooks that the people interviewed expressed contrasted with the opinions of the evaluators whose judgements were not favourable in relation to the organization of the curriculum. They found it academically defective, overburdening for illiterate children, and having no relation with the requirements of the target group. They made recommendations for improving the curriculum and materials and suggested to produce guidebooks for the teachers. The results of the evaluation were important in the decision to disband the programme after completion of the first cycle and to revise the whole programme in order to launch a new programme which, hopefully, shall overcome the shortfalls that were found in the Nai Roshni Schools Project.

The project reported by India is an action-research project. As such, evaluatioin has been incorporated form its start, and this intention is evident in three of the specific objectives that were set, which state the purpose of improvement - improving the quality of the schools, of the educational materials and the techniques to produce material for effective training of teachers. Under this approach, action is planned on the basis of the research findings, which in turn is submitted to further research in a continuous process that takes place while the programme is being developed. The case study reports that good results had become visible when the project arrived at its termination. Its pedagogical approach, monitoring and supervision through the Village Education Committees and community participation were appreciated by those educators and administrators who made contacts with the project actions. The gradual involvement of community members in the supervision of the classes and the evaluation of the students' performance in a stress-free atmosphere is an important feature of the project that must be related to the quality of the outcomes. The action-research methodology adopted in the project appears as an appropriate approach to organize, implement and improve the type of action needed to contribute to UPE by means of alternative nonformal education programmes.

10. FINANCIAL RESOURCES AND COMMUNITY PARTICIPATION

Findings required for the organization and implementation of nonformal education programmes geared to out-of-school children are usually provided by the State since governments of developing countries have recognized the need for alternative approaches which may contribute to attain the target of UPE in the shortest time possible. In addition, financial support from international agencies concerned with development of Third World countries and which value the contribution that education can make to this end has been obteined to organize, implement and expand these programmes. UNESCO, UNICEF and other international organizations have provided help to specific programmes launched in a number of countries.

Except for the centres sponsored by the Catholic Church in Burundi, which function with private funding (from parishes and dioceses as well as religious organizations providing help for development), all the other experiences analysed in the present study are either government programmes (India, Pakistan, Sri Lanka) or programmes carried out by NGO$_s$ with financial support from the State (Bangladesh, Colombia). They all report some external help from international agencies.

The possibility of self-financing (which is a goal for the last stage of the programme - that of the Juvenile Industry) has only been stated in the Bosconia - La Florida Programme, from Colombia. Although this programme is very costly because it takes full care of more than one thousand street children and youngsters for a period that can comprise up to 10 or 12 years, until the boy has finished medium vocational education and/or is ready to find a job and take care of himseld - providing additional help and orientation even after the young man has left the programme -, it receives enough State funds and donations from national and international sources, besides institutional cooperation.

The government of Bangladesh has recognized the experience of Swarnirvar Bangladesh to run the nonformal primary education programme that has been reported here. Although there are financial limitations for expanding this programme, its costs, which are almost half in comparison to those established for educating a child in the primary formal school system, give hope for opening opportunities for 345,000 more out-of-school working children in the period 1990-1995 with government support.

Pakistan reports that the Nai Rohni Schools project was almost fully governmental. Except for accomodations provided for 6% of the schools by the respective communities, no efforts were made to generate funds through donations or mobilization of community resources. In fact, they had financial constraints for attaining the goals they hade envisaged and extraordinary efforts will be required in order to finance the new programme that is now being launched.

Sri Lanka and India have had cooperation from UNICEF to support their governments' efforts in reaching the population of children that had no access or dropped-out from the formal school system through nonformal education projects. UNICEF funds have been used in Sri Lanka to provide a variety of services, including the renovation of classrooms when necessary and developing materials and teaching aids. In India, UNICEF financed the research component of the project. In both cases, as well as in Pakistan, government funds have been devoted to the payment of teachers and administrative and supervisory staff. Pakistan also spent funds in the purchase of teaching materials, office equipment, in transport and in the development and printing of textbooks. The Indian project was assisted by the Ford Foundation for further refining their teaching-learning materials and the teachers guide-book.

Most programmes rely on community mobilization for additional support. Communities provided the necessary buildings in cases when no official buildings were available. Voluntary teachers have been locally recruited in India, Bangladesh, Sri Lanka and Burundi; they are given a token payment in recognition for their work. Community organizations such as the Lions' Club helped the learning centres

in Sri Lanka through provision of exercise books, garments, etc.; individuals and groups willingly provided assistance on occasions such as prize-giving/functions, etc.

Community mobilization in India must be highlighted. The establishment of Village Education Committees, organizing village conferences, household surveys by community members and selection of local teachers were different forms of making the community to become aware and willing to participate in solving the problems related to the universalization of primary education and appreciating the purposes of the nonformal education project carried out in Pune district by the Indian Institute of Education.

11. REVIEW OF MAJOR OUTCOMES AND INNOVATIONS

Besides the obvious achievement of reaching a target population of out-of-school children that had no chance of attaining a primary level education within the formal system of education, the experiences selected from the different countries involved in the present study although recognizing some weaknesses, report relevant outcomes that ought to be considered:

The experience of Swanirvar Bangladesh in nonformal education programmes geared to illiterate adults has been useful in imparting literacy to overaged children using a practical approach to the teaching-learning situation. These courses have become popular since they not only conform the accepted aims and standards of primary education but are advantageous for the child because they are offered the opportunity to learn with accelerated methods and to receive training in various crafts while working in different income generating activities meant for poor adults. These features probably account for the 70% retention rate (in contrast to 30% in formal system at the primary level) that the Swanirvar Bangladesh programme has achieved.

Burundi's Yagamukama Centres have succeeded in provinding functional literacy, linked to the needs of their rural life, to out-of-school children having no other opportunities to acquire a basic education level.

The Bosconia - La Florida Programme, reported from Colombia, has accomplished a significant function both for the children and the society. It has not only satisfied basic needs of street children and provided them with a dignifying educational opportunity for personal, social and vocational development, but may be also viewed as a delinquency prevention programme which has succeeded in keeping away these children from becoming criminals as a natural consequence of their life on the streets. The education provided is considered at least as good as that of the formal system, not only because the mastery learning

approach adopted ensures the desired achievement but also because these children have the opportunity to develop manual skills in their vocational training and critical thinking in the reflection meetings that they hold daily.

In Pakistan, 75% of the 380,000 children enrolled in Nai Roshi Schools passed the examinations and were issued certificates in recognition of their achievement. The evaluation of the experience pinpointed all those aspects that needed to be modified in order to improve the quality of the outcomes and are being introduced in the new programme that is being implemented.

Sri Lanka relates the major outcomes of the Nonformal Alternative Programme to developing a curriculum which takes into reckoning the needs of the children, their parents and society. This needs-based curriculum is, hence, considered suitable and more relevant than the formal primary school curriculum, which in cases is seen as contributing to create social tensions. The programme is still being formulated and hopes to eliminate the weak spots that have been found in the process of expanding the experience from 12 pilot centres to 350 in different parts of the country.

The project from India reported the learning outcomes of three batches of pupils who attended the programme during a period of five years (1980-1985). Their basic achievement was foundational literacy-numeracy, acquisicion of varied general and scientific information and freedom from the fear of academic failure. However, the most important achievement was converting the image these children had of themselves as helpless individuals forced by circumstances into that of capable and assertive individuals who had gained knowledge through the educational opportunity they had profitted from. Some side effects of the project were the creation of continuing education opportunities inspired in the Reading and Listening Centres that were established in some of the learning centres, the demonstration of the effectiveness of the training programme for volunteer teachers that was designed, and the appropriateness of promoting decentralized planning through Village Education Committees. It also showed the possibili-

ties of nonformal modalities to affect the formal system of education by introducing some of its principles. Some innovative features introduced in the programmes that have been analysed may be a fruitful source of some ideas for improving the attempts of utilizing nonformal education programmes aimed at contributing to the universalization of primary education. Although these are not new in the field of education, the creative and appropriate uses they have been given in some of these programmes are worthy to be highlighted.

First of all, community participation, as promoted in the experiences from Sri Lanka and India proved to be the most important factor for guaranteeing success. Special reference must be made to the community climate that was achieved in the action-research project implemented in India. Community support was gradually obtained and it was in part achieved because of the evidence community members had that the programme had official backing on the one hand and the results they witnessed on the other hand, which ensured their concern and involvement in the project as a collective enterprise all of them were responsible for.

Another innovative feature that has been reported to produce the expected outcomes was the creation of an appropriate tension-free class climate through informal interpersonal relationships between learners and the teacher.

The use of mastery learning approaches which allow the children to progress at their own pace and the utilization of the evaluation of learning as an in-built component providing feedback for giving assistance to individual differences, were reported as innovations that contributed in several of the experiences, to the quality of the learning these children were able to attain in combination with opportunities for group work which promotes mutual learning or interlearning.

Innovations in the evaluation approach were particularly devised in the action-research project implemented in India. The creative use of evaluation by peers and by demonstrating learning at home and to the

village Education Committees, together with the use of self-evaluation for improving performance proved to contribute to uplifting the children's self-image and achieving self-assurance.

The selection of teachers from community members was an innovation which proved to be fruitful if an appropriate training programme (suited to the needs of the teachers and their convenience) accompanied the development of the project.

The development of a needs-based curriculum and the introduction of a vocational component at the primary level is a successful measure not only for satisfying the children's needs and their parents' expectations but also for increasing the retention rates in nonformal primary education programmes.

Finally, the utilization of an action-research approach in which community participation becomes a pivotal feature seems to grant successful outcomes, since researched-based actions are planned whose appropriateness is tested with the necessary participation of community members in different aspects during its implementation (including organization, monitoring and evaluation). These actions are capable of tackling the problems as soon as these are identified and of opening new paths leading to the implementation of new ideas in future developments of the project.

12. PROBLEMS AND ISSUES

Most problems related to the implementation of nonformal approaches alternative to the formal system of education for the universalization of primary education relate to the scarcity of resources (human and financial), especially when the expansion of the experience initially conducted at a small scale is intended or when massive programmes are to be implemented from the start.

There are enough arguments to justify the need for implementing nonformal alternatives. These are based both on the shortcomings of the formal system which together with societal structural factors constitute the causes of the problem and on the advantages of nonformal approaches over the formal. However, unlike expenses for the expansion and stengthening of the formal system, nonformal modalities are required to present very well founded justifications to obtain economic support from the governments. This study may, perhaps, provide some clearcut information in which to base political decisions and applications for financial support.

Even when funding for these programmes is obtained from governmental sources and international agencies, problems related to the scarcity of teachers and their lack of appropriate training emerge. In addition, the low remuneration they are paid constitutes a factor which reduces their initial motivation. Pre-service teacher training programmes for the primary formal system in developing ountries do not produce an adequate number of teachers per year to meet the needs of the countries. Young people with secondary level education and no training in teaching are often recruited to satisfy the demand for teachers within the formal system. This is also the case for nonformal education programmes, since it is not common to count with personnel especially trained for nonformal education. Most countries participating in this study reported thath they had recruited local voluntary teachers with no teaching experience or resorted

to teachers from the formal system who could devote some additional time to nonformal projects aimed at the universalization of primary education. In both cases, training courses were needed to supply them the training required, especially in the use of methodologies characteristic of nonformal approaches. The lack of appropriate training of the teachers and supervisory personnel was mentioned as a serious difficulty for attaining outcomes of the desired quality in the cases of Pakinstan and Burundi.

When no systematic or scientific procedure is used for developing a nonformal curriculum for delivering primary education problems ar likely to emerge. The first is related to the relevance of the contents to the needs and aspirations of the target population. The probability of dropping-out from the programme increases if the criterion of curricular relevance is not met.

If no motivational action is undertaken to prepare the potential clients and, particularly, to involve their parents, and to achieve their confidence, probabilities of success are less. Especially in those countries where tradition has kept women aside from the educational opportunities, low female participation is still a problem to be faced.

13. CONCLUSIONS

After recognizing the fact that children pertaining to poverty groups and subjected to deprivations do not receive full benefits from the formal education systems, most developing countries have formulated policies which favour the utilization of nonformal education modalities targetted to serve these groups of out-of-school children. However, the motivation for education is not strong among these children and their parents since their experience, if any, with the formal school has not been positive in most cases. Hence, there is need to design appropriate motivational campaigns in order to change negative attitudes and to devise appropriate community participation strategies capable of creating a favourable community climate and collective responsibility towards the development of the nonformal alternative approaches. There is need to provide for effective female participation of rural girls. To this end countries may appeal to recruiting teachers among educated women and train them for participating in nonformal education programmes with special emphasis on the education of out-of-school rural girls.

Although in an ideal situation professional training should be provided to teachers and other personnel working in nonformal education programmes, this is not likely to be achieved in most developing countries which, nevertheless, should organize appropriate in-service training for the personnel recruited for implementing the nonformal primary education programmes. Besides academic and pedagogical knowledge they must be trained in the principles and use of methodologies characteristic of nonformal approaches.

Motivation of the teachers responsible for the implementation of these programmes is a key factor for ensuring success. The question of adequate remuneration for the teachers is a matter that needs attention. In addition, they must be convinced of the advantages of applying a nonformal education approach (since

they are used to the methods of the formal system education), and they should be able to establish sufficient coordination and understanding with community members, education officers and project staff in order to implement the programme appropriately.

The relevance of the curriculum is perhaps the most critical factor for ensuring motivation of the learners, confidence of their parents and community involvement. The introduction of vocational training related to the needs of the communities and to possibilities of engaging in an income generating activity frequently increase relevance, and consequently the retention rates. On the other hand, the necessary facilities and equipment for vocational training are costly, and there is usually a short supply of trained manpower. These facts must be taken into account when planning the programme and the expansion of pilot experiences.

Some factors contribute to make of these programmes economic alternatives: the use of shools and other official buildings, or buildings provided by the community, the use of volunteer teachers (often locally recruited, that are in most cases only given a token remuneraion in recognition of their effort) the accelerated methods utilized, which allow to provide the whole primary education cycle in a short time, etc. These programmes are less costly for parents who, besides not having to meet the requirements of proper clothing and estationeries, continue to receive the help provided by their children in supplementing the family income with their work.

Awarding accreditation for the attendance and achievement in nonformal primary education programmes is usually claimed by the participants. Serious thinking is needed in order to establish appropriate equivalence between the nonformal education cycles and the formal system, not necessarily based on the requirements of the formal curriculum but on the objectives of a needs-based nonformal curriculum.

It must be realized that the completion of the nonformal education cycle provided by these programmes does not mean that these overaged, out-of-school children will cease to be poor working children and become eager to enter the formal system. However, nonformal education opportunities are capable of

laying the foundations of a continuous process of lifelong education that shall help not only in enhancing self-esteem but also in improving, hopefully, the quality of life of these children and their communities through personal, social and vocational development.

Finally, it must be stated the need for further research on the problems of the primary education of out-of-school children, particularly the working children and rural girls and investigations on fruitful solutions to the problems encountered.

Difussion of the research results is another requirement for overcoming the problems related to the universalization of primary education and taking advantage of the possibilities offered by the exploration of nonformal approaches in primary education for out-of-school children.

The present comparative analysis was based on the following case studies:

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